



**STATE OF WASHINGTON**  
**OFFICE OF THE STATE HUMAN RESOURCES DIRECTOR**  
DIRECTOR'S REVIEW PROGRAM  
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November 21, 2011

TO: Teresa Parsons, SPHR  
Director's Review Program Supervisor

FROM: Kris Brophy, SPHR  
Director's Review Investigator

SUBJECT: Kathryn Requa v. Everett Community College (EVCC)  
Allocation Review Request ALLO-11-028

**Director's Determination**

This position review was based on the work performed for the six-month period prior to May 2, 2011, the date EVCC Human Resources received the request for a position review. As the Director's Review Investigator, I carefully considered all of the documentation in the file, the exhibits, and the verbal comments provided by both parties during the review telephone conference. Based on my review and analysis of Ms. Requa's assigned duties and responsibilities, I conclude her position is properly allocated to the Program Support Supervisor 1 classification.

**Background**

On May 2, 2011, EVCC HR received Ms. Requa's Position Review Request (PRR), requesting her Program Support Supervisor 1 (PSS 1) position be reallocated to Program Support Supervisor 2 (PSS 2). Mr. Darrell Mihara, Dean of Basic Skills & Adult Education, is Ms. Requa's supervisor. Dean Mihara completed and signed the supervisor's portion of the PRR form on May 2, 2011.

EVCC HR notified Ms. Requa May 19, 2011 that her position was properly allocated as a Program Support Supervisor 1 (Exhibit B-2).

On June 17, 2011, the Department of Personnel received Ms. Requa's request for a Director's review of EVCC's allocation determination (Exhibit A-1). Ms. Requa also submitted a subsequent Position Review Request. She signed the form on June 9, 2011, and Dean Mihara signed it on June 16, 2011. However, during the Director's review conference the parties agreed the June 2011 PRR was completed and submitted outside this appeal's review time period. Therefore, I did not consider the June 2011 PRR as part of my review.

On November 2, 2011, I conducted a Director's review telephone conference. Present during the call were Kathryn Requa and Linda Nichols, Human Resource Consultant, EVCC.

### **Rationale for Director's Determination**

The purpose of a position review is to determine which classification best describes the overall duties and responsibilities of a position. A position review is neither a measurement of the volume of work performed, nor an evaluation of the expertise with which that work is performed. A position review is a comparison of the duties and responsibilities of a particular position to the available classification specifications. This review results in a determination of the class that best describes the overall duties and responsibilities of the position. Liddle-Stamper v. Washington State University, PAB Case No. 3722-A2 (1994).

### **Duties and Responsibilities**

Ms. Requa works in the Adult Education Department at EVCC. This department provides a variety of Adult Basic Education/General Education Diploma (GED) and English as a Second Language (ESL) classes. Ms. Requa supervises the department's clerical support staff, and oversees a variety of administrative clerical activities in support of the department. She assists the Dean in supervising the day-to-day coordination of student enrollment and other data collection and data correction activities, and performs other office administrative tasks.

Ms. Requa's duties and responsibilities are summarized in the PRR (Exhibit B-1). Ms. Requa states the purpose of her position is to manage, coordinate and deliver WABERS<sup>Δ</sup> [Web-based Adult Basic Education Reporting System] information to the State in a timely and accurate manner. She states she is the key person for operating, troubleshooting, tracking and reporting student enrollment and other information to the state. She describes her duties as follows:

- 35% Work with CASAS\* and WABERS information for corrections missing information and unusual circumstances
- 17% Hire and help train work study, community job applicants and international students for our office
- 12% Oversee office daily responsibilities
- 10% Make sure we are following State and Federal guidelines and track changes in State and Federal policy and give information to everyone in the department
- 5% Organize quarterly orientations and assessments and schedule lab techs, rooms and supplies
- 5% Work with Refugee Forum and help with CASAS information collection and student placement . . . and testing
- 5% Write manuals for lab techs and work study to use
- 5% Prepare reports as requested for documentation
- 3% Answer phones and student questions

3%      Work with the SMS system to verify student information and make corrections as needed

- \* CASAS (Comprehensive Adult Student Assessment Systems) is a system for assessing adult basic reading, math, listening, writing, and speaking skills.
- Δ WABERS (Web-based Adult Basic Education Reporting System) is a software program that facilitates state wide data collection and reporting of student enrollment and progress in Adult and Family Literacy Programs. Data is collected and reported to the State Board for Community and Technical Colleges.

Dean Mihara completed and signed the supervisor's section of the PRR on May 2, 2011. Dean Mihara indicated that Ms. Requa's description of her duties and responsibilities are accurate and complete. However, during the review telephone conference, the parties confirmed that the Dean wished to remain neutral with respect to the proper allocation of Ms. Requa's position.

#### Summary of Ms. Requa's Perspective

Ms. Requa asserts the work she performs is highly specialized and critical to the College. She contends the data collection and administrative reporting functions she performs are critical to providing, obtaining and coordinating CASAS and WABERS student information to meet state and federal reporting requirements regarding adult student enrollments and academic achievement. Ms. Requa asserts the accurate data collection and reporting of this information is necessary to enhance the opportunity for the College to receive 'momentum' points, which are a basis for the College to receive state funding. Ms. Requa asserts she acquires and shares critical data outcomes and makes recommendations that help improve target goals with the state and the College.

Ms. Requa asserts she supervises the work of others in the office, formulates new policies and procedures related to administrative processes, and represents the program with outside organizations such as the Refuge Forum. Ms. Requa asserts she provides student enrollment and other programmatic data used by the Dean to identify areas of improvement in program services.

#### Summary of EVCC's Reasoning

EVCC asserts Ms. Requa's position does not have budgetary authority. EVCC acknowledges a portion of Ms. Requa's work involving responsibility for planning, revising, and implementing the admissions testing processes is described by the Program Support Supervisor 2 class. However, EVCC asserts the majority of her duties are performed at the Program Support Supervisor 1 level.

#### Comparison of Duties to Class Specifications

When comparing the assignment of work and level of responsibility to the available class specifications, the class series concept (if one exists) followed by definition and distinguishing characteristics are primary considerations. While examples of typical work identified in a class specification do not form the basis for an allocation, they lend support to the work envisioned within a classification.

When determining the appropriate classification for a specific position, the duties and responsibilities of that position must be considered in their entirety and the position must be allocated to the classification that provides the best fit overall for the majority of the position's duties and responsibilities. Dudley v. Dept. of Labor and Industries, PRB Case No. R-ALLO-07-007 (2007).

#### Comparison of Duties to the Program Series

The Office of the State HR Director's Glossary of classification terms defines a program as:

A specialized area with specific complex components and tasks that distinguish it from other programs (or the main body of an organization). A program is specific to a particular subject and has a specific mission, goals, and objectives. A program typically has an identifiable funding source and separate budget code.

The specific components and specialized tasks involve interpretation of policies, procedures and regulations, budget coordination/administration, and independent functioning. Typically requires public contact relating specifically to program subject matter, clients, and participants.

Duties are not of a general support nature transferable from one program to another. Performance of clerical duties is in support of an incumbent's performance of specialized tasks. Independent performance of these duties usually requires at least a six-month training period.

The EVCC Adult Education Department meets the definition of a program. The department's policies, procedures and activities are distinct and not transferable to regular EVCC processes for course scheduling, registration, tutoring, graduation, and reporting.

#### Comparison of Duties to Program Support Supervisor 2

The Definition for this class states:

Supervise program support staff involved in the performance of duties associated with a highly specialized or technical program(s) and assist in the development of program policies and budgets. Act as liaison between the program and outside organizations. [Emphasis added]

The Distinguishing Characteristics for this class state:

With delegated authority, interview and recommend selection of applicants, train new employees, assign and schedule work, act upon leave requests, conduct annual performance evaluations and recommend disciplinary action.

Under general direction, perform work using knowledge and experience specific to the program. Assist in planning, implementing, and evaluating policies; devise and implement new procedures; develop information to support budgetary requests and project income and expenditures.

Positions at this level have independent responsibility for planning, organizing, directing and coordinating all program operations. Incumbents coordinate services and resources, assess program needs, and develop courses of action to carry out program functions and activities. [Emphasis added]

Ms. Requa's position does not fully meet the requirements and level of responsibility required by the Definition and Distinguishing Characteristics of this class.

While Ms. Requa supervises work study and part-time hourly staff and oversees the daily office clerical support activities for the department, she does not have responsibility for assisting in the development of program policies at the level anticipated by this class. Ms. Requa's responsibilities in this area are more accurately described as assisting in the development and improvement of administrative procedural processes. During the review telephone conference, Ms. Requa stated she provides input to her supervisor regarding the administrative procedural aspects of program operations such as recommending changes to the processes involved with tracking student information by faculty for data reporting purposes.

Ms. Requa does not assist in the development of the departmental program's budget as required. Her duties do not include responsibility for developing information to support budgetary requests as stated in the Distinguishing Characteristics of this class.

Additionally, Ms. Requa's position does not have independent responsibility for planning, organizing, directing and coordinating all program operations for the Adult Education Department as required. Ms. Requa does provide input to Dean Mihara regarding administrative office processes and procedures concerning activities such as admission testing processes and internal reporting functions relative to WABERS and CASAS.

During the review telephone conference, Ms. Requa stated she is the key person in the department for operating, troubleshooting, tracking, and reporting data and other student information to the state. She analyzes, provides and reports key data and data outcomes to the Dean to assist in improving the department's targeted goals with the state. However, the primary focus of her position is to coordinate the program's administrative clerical reporting processes to ensure proper completion and reporting of student information to the state database and to oversee the department's student data reporting procedures for faculty and staff related to the program's educational activities. Ms. Requa stated she provides data and information to Dean Mihara; however, he retains responsibility to assess program needs and develop courses of action to carry out program functions and activities.

Positions at the Program Support Supervisor 2 level also act as the program's primary representative and resource. They serve as a liaison and provide consultation to program participants and outside entities regarding the functions and content of the program. Incumbents contact program participants and outside entities extensively and resolve problems. Ms. Requa's position does not fully reach this level of responsibility. Ms. Requa contacts and works with outside agencies to set up Facility Use Permits, Certificates of Insurance, and yearly calendars. She also directs clerical staff working at offsite locations. These duties do not reach the scope and level of responsibility of serving as the primary representative and resource for the program as a whole.

Ms. Requa's principal responsibility is to provide specialized administrative WASAS and CASAS data entry support to the Adult Education department. Dean Mihara relies on Ms. Requa to act as the department's resource for coordinating the daily process flow of clerical work needed for faculty and department staff to carry out the department's adult education activities.

In total, her overall scope and level of responsibility for directing the activities of the Adult Education Program's clerical functions do not reach the Program Support Supervisor 2 level responsibility for planning, organizing, directing and coordinating all program operations; assisting in the development of program policies and budgets; developing information to support budgetary requests and project income and expenditures; acting as the liaison between the program and outside organizations; and developing courses of action to carry out program functions and activities. For these reasons her position should not be allocated to the Program Support Supervisor 2 class.

#### Comparison of Duties to Program Support Supervisor 1

The Definition for the Program Support Supervisor 1 classification states:

Supervise support staff involved in the performance of duties associated with a highly specialized or technical program(s). Coordinate the operation of a specialized or technical program(s). Act as liaison between the program and outside organizations.

The Distinguishing Characteristics for the Program Support Supervisor 1 classification state:

With delegated authority, interview and recommend selection of applicants, train new employees, assign and schedule work, act upon leave requests, conduct annual performance evaluations and recommend disciplinary action.

Under general direction, perform work using knowledge and experience specific to the program. Devise and implement new procedures and exercise independent judgment in interpreting and applying rules and regulations. Independently advise students, staff, program participants and/or the public regarding program content, policies, procedures and activities; select/recommend alternative courses of action; and either:

- Project, monitor, maintain, initiate and/or approve expenditures on program budgets

OR

- Have extensive involvement with students, staff, the public and/or agencies in carrying out program activities, and coordinate, schedule and monitor program activities to determine consistency with program goals.

Ms. Requa's position matches the Definition and Distinguishing Characteristics of this classification.

Ms. Requa works under general direction and relieves her supervisor of the day-to-day supervision of the daily office activities and administrative clerical procedures for the Adult Education Department. She supervises student work study and part-time hourly clerical support staff and uses her specialized knowledge to independently carry out administrative data gathering and reporting activities for the program. She exercises independent judgment in interpreting and applying rules, policies and procedures related to coordinating administrative clerical processes and procedures for the program. She has contact with on-campus students and staff and external agencies in carrying out program activities.

Ms. Requa performs a variety of specialized clerical support tasks in support of the program's data reporting functions. She develops administrative processing procedures and provides information and training to faculty, staff, and students regarding program administrative procedures and processes; she gathers, compiles, analyzes and prepares narrative and/or statistical reports regarding program operations; and she monitors and prepares information in relation to established program goals.

Ms. Requa's overall level of responsibility and decision making authority, as well as her responsibility for coordinating administrative processes and reporting functions for the Adult Education Program, fit within the Program Support Supervisor 1 classification.

In this case, the majority of the duties assigned to Ms. Requa's position and her level of responsibility and delegated authority are best described by the Program Support Supervisor 1 classification. Her position should remain allocated to that class.

### **Appeal Rights**

RCW 41.06.170 governs the right to appeal. RCW 41.06.170(4) provides, in relevant part, the following:

An employee incumbent in a position at the time of its allocation or reallocation, or the agency utilizing the position, may appeal the allocation or reallocation to . . . the Washington personnel resources board . . . . Notice of such appeal must be filed in writing within thirty days of the action from which appeal is taken.

The mailing address for the Personnel Resources Board (PRB) is P.O. Box 40911, Olympia, Washington, 98504-0911.

You may file in person at 521 Capitol Way South, Olympia, Washington. Fax number (360) 586-4694.

For questions, please call (360) 664-0388.

If no further action is taken, the Director's determination becomes final.

c: Kathryn Requa, EVCC  
Linda Nichols, EVCC  
Lisa Skriletz, OSHRD

Enclosure: List of Exhibits

**KATHRYN REQUA v EVERETT COMMUNITY COLLEGE**

ALLO-11-028

A. Kathryn Requa Exhibits

1. Kathryn Requa's Letter of appeal requesting a Director's Review received by DOP on June 17, 2011
2. ECC allocation determination letter from Linda Nichols to Kathryn Requa dated May 19, 2011
3. Letter dated June 9, 2011 to Linda Nichols asking her to reverse the allocation decision
4. Position Review Request form submitted to Director's Review Program on June 17, 2011 and signed by Kathryn Requa on June 9, 2011, with supervisor section signed by Darrell Mihara on June 16, 2011 (Note: this PRR was submitted outside the review time period and was not included in the Director's review)
5. Adult Education Program flyer
6. Work Study student handbook
7. Lab Tech notes and Procedures Booklet

B. EVCC Exhibits cover letter from Linda Nichols to DOP

1. Position Review Request form received by ECC HR May 2, 2011 signed by Kathryn Requa and supervisor on May 2, 2011
2. May 19, 2011 ECC allocation determination letter
3. Updated Position Description for Program Support Supervisor 1, ABE, signed by Kathryn Requa and Darrell Mihara June 23, 2011
4. March 2011 Instruction and Student Services Organizational Chart

C. Class Specifications

- A. DOP Class specification for Program Support Supervisor 1
- B. DOP Class specification for Program Support Supervisor 2